

Consolidated Annual Report, Program Year 2012 - 2013

Maine

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

No Leadership funds were used, but other Perkins funds and other local funds are used at both the secondary and postsecondary levels to promote this work.

Secondary: During the past year MDOE CTE has gathered data from Perkins Annual Progress Reports and grant applications; tech group updates; comprehensive school review reports; and web-based research to identify appropriate end-of-program third party assessments for secondary CTE programs within Maine's 10 Career Clusters and 23 tech groups that span 61 CIPs (Classification of Instructional Program).

An industry-recognized credential is an industry license, certificate, or credential that may be awarded to a CTE student upon successful completion of an industry assessment. To date 69 assessments that offer attainable industry-recognized credentials have been identified, with at least one for 21 of the 23 tech groups. Pre-Engineering and Agriculture/Horticulture are the tech groups with no industry-recognized assessment/credential as yet identified.

An industry-related assessment is a test that was developed by a career and technical education organization. Many industry-related assessments have been identified, with at least one such assessment for 55 of the 61 CIPs. Maine will be working with a core group of CTE directors to form an assessment plan to ensure that all programs in Maine have assessments that are able to assess the student learning which occurs in the program and, when available and reachable, offers an industry recognized credential. Over the next academic year tech groups will meet to determine which assessment options best align to industry standards. Similar professional dialogues will take place at all CTE centers/regions. Selection of assessment will be reviewed for compatibility to the postsecondary options for increased program of study possibilities. All of these recommendations will be reviewed by the core assessment group. Recommendations for assessments will be submitted to MDOE CTE for final approval.

The data from the national or third party technical skill assessment is reported to the Maine Department of Education by each school on the state's student data base in the summer after the students leave the program in the reporting year.

Opportunities to demonstrate CTE technical skill attainment will be evaluated through the CTE program approval process, Maine's CTE Comprehensive School Review process, and the local Program Advisory Committee program review

Postsecondary:

The colleges of the MCCS have continued the Skill Assessments and Standards work that began with the implementation of Perkins IV. Given that many third-party assessments are taken post-graduation, difficulties exist in gathering data on assessments taken and results, including both the availability of that information once students have left the institution and privacy issues surrounding data collection.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

No Leadership funds were used, but other Perkins funds and other local funds are used at both the secondary and postsecondary levels to promote this work.

Secondary: The Maine Department of Education contracts with the National Student Clearinghouse to obtain data on post-secondary students' enrollment status and achievements at educational institutions, which allows the department to estimate the number of students entering into college from our CTE schools. In addition, a CTE Data and Technology Consultant assists in data collection, analysis, and the development of state and local improvement plans by providing data analysis of state/local-level data. The consultant also is investigating a new method of collecting student labor related data. The department continues to develop a comprehensive statewide longitudinal data system (SLDS) whose future functionality is expected to include collection of PK–Adult data for CTE students as well as employment data upon graduation. The CTE portion is part of the SLDS “Phase III”, which is being developed now and it's anticipated to be live by the next CAR reporting system.

Placement 5S1:

The data reported for school year 2012-2013 includes CTE graduated students information data collected using strategies like the Maine Department of Labor Unemployment Insurance wage records and FEDES wage records systems along with the National Student Clearinghouse (NSC) service.

Because of the ongoing controversy surrounding the collection of student Social Security numbers for reporting purposes, only a small percentage (17.23%) of students volunteered such information to the Maine Department of Education (MDOE) this school year.

In the past, the data provided by the Maine Department of Labor were extrapolated to estimate the total population for the disaggregated indicators of Employment and Military. The data returned from the National Student Clearinghouse and the employment datasets were joined to calculate our placements target values. School year 2012-2013, this method has demonstrated itself to be unreliable because of the randomness of volunteered student Social Security numbers. Because of this new development and the need to adhere to our current agreed upon definitions, we elected to employ a margin of error to our calculations to remove the apparent duplications between datasets since students can only be counted one time.

The margin of error was found by using the Sample Size Calculator from <http://www.surveysystem.com> to find 4.85% is the margin of error for a Confidence Level of 99% if 587 students out of the total population volunteer their Social Security number. To improve the confidence level, the 1% was added to the calculated 4.85% to create the final margin of error adjustment factor of +/- 5.85%. Our combined dataset returned a total of 105.23% which then we applied our adjustment --5.85% because students can only be accounted for once, leaving a 99.38% placement rate. This value is similar to years past so we feel our calculations and methodology were accurate with the limitations with using students Social Service numbers. The National Student Clearinghouse findings at 43.75% is the most accurate value found so we extrapolated the difference between 99.38% and 43.75% to discover our employment value of 55.63%. The data from the Maine Department of Labor lacked any indicators related Advanced Training or Military. Both sections will be reported with a zero value with in the C158 and C169 EDEN Reports.

Postsecondary: The MCCS Perkins Grant Manager continues to work with each of the colleges to improve upon data collection processes and systems. All of the colleges employ the same student information system (SIS), though each employs it in slightly different ways. Through its work on a centralized data mart, MCCS Institutional Research has developed a methodology whereby standardized information can be extracted from the SIS for multiple purposes, including Perkins reporting. During the development phase, attention has been paid to ensuring that data required for all reporting is collected at the appropriate level of detail. In addition, the MCCS collaborates with the Maine Department of Labor to identify employment of its graduates and with the National Student Clearinghouse to determine transfers.